

Goals Form

Primary Evaluator—Name/Title: _____

Supervising Evaluator, if any—Name/Title/Role in evaluation: _____

School(s): _____

Check all that apply¹: Proposed Goals Final Goals Date: _____

A minimum of one student learning goal and one professional practice goal are required. **Team goals must be considered** per [603 CMR 35.06\(3\)\(b\)](#). Attach pages as needed for additional goals or revisions made to proposed goals during the development of the Educator Plan.

Student Learning SMART Goal <i>Check whether goal is individual or team; write team name if applicable.</i>	Professional Practice SMART Goal <i>Check whether goal is individual or team; write team name if applicable.</i>
<input type="checkbox"/> Individual <input type="checkbox"/> Team: _____	<input type="checkbox"/> Individual <input checked="" type="checkbox"/> X Team: : High School - SMART GOAL - Writing Standards - Common Core - Foreign Language, Grades 6-12,(Chicopee High School) <i>Common Core - English Language Arts - Language Grades 6-12, p.54</i> I will incorporate Common Core Standard: Language into my teaching practice as applicable in Stages 1 and 2 modern foreign language classes. I will include Common Core practices of reading, writing, listening and speaking to demonstrate a command of the conventions of the target language using various types of phrases and clauses to convey specific meanings every week. Central concepts from the Massachusetts Curriculum Frameworks for Foreign Language, Communication, Stages 1 and 2, Standards 2.1 through 2.10, p. 32, will include using sentences, strings of sentences, and re-combinations of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task. Evidence gathered by the evaluator and/or teacher: <ul style="list-style-type: none"> • plan book with lessons that incorporate the use of writing, speaking, and reading • observations • student class work and homework • teacher made assessments • meeting between the evaluator and teacher

¹ If proposed goals change during Plan Development, edits may be recorded directly on original sheet or revised goal may be recorded on a new sheet. If proposed goals are approved as written, a separate sheet is not required.

Educator Plan Form

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Educator Plan Form P. 1

SMART: S=Specific and Strategic; M=Measurable; A=Action Oriented;
R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked

Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

Supervising Evaluator, if any—Name/Title/Role in evaluation: _____

School(s): _____

Educator Plan: Self-Directed Growth Plan Directed Growth Plan
 Developing Educator Plan Improvement Plan*

Plan Duration: 2-Year One-Year Less than a year _____

Start Date: _____ End Date: _____

Goal Setting Form with final goals is attached to the Educator Plan.

Some activities may apply to the pursuit of multiple goals or types of goals (student learning or professional practice). Attach additional pages as necessary.

Student Learning Goal(s): Planned Activities		
<i>Describe actions the educator will take to attain the student learning goal(s). Activities may apply to individual and/or team. Attach additional pages as needed.</i>		
Action	Supports/Resources from School/District ¹	Timeline or Frequency

*Additional detail may be attached if needed

Educator Plan Form P. 2

Educator—Name/Title: _____

Professional Practice Goal(s): Planned Activities <i>Describe actions the educator will take to attain the professional practice goal(s). Activities may apply to individual and/or team. Attach additional pages as needed.</i>		
Action	Supports/Resources from School/District ²	Timeline or Frequency
1. I will attend district professional development on the Common Core. 2. I will meet with the department supervisor and/or building administrator for additional coaching, if needed. 3. I will develop and implement grade appropriate lessons, weekly, which focus on the Common Core Language Standards for Reading, Writing, Speaking and Listening in the content domain of high school foreign language and target Central concepts from the Massachusetts Curriculum Frameworks for Foreign Language, Communication, Stages 1 and 2, Standards 2.1 through 2.10, p. 32,	1. The district/school will provide professional development on the Common Core. 2. The school's building administrator and/or department supervisor will provide additional coaching, if needed, to support classroom teachers. 3. The school's building administrator will provide additional coaching to classroom teachers, if needed, in developing grade appropriate lessons which focus on the Common Core Language Standards in the content domain of foreign language.	Benchmarks: 1. By October 1, 2012, I will be able to explain the Common Core Language Standards. 2. By November 1, 2012, I will have incorporated the Common Core Language Standards into my lessons, every week, in the content domain of foreign language. 3. By February 1, 2013, I will have completed the goal.

This Educator Plan is “designed to provide educators with feedback for improvement, professional growth, and leadership,” is “aligned to statewide Standards and Indicators in 603 CMR 35.00 and local Performance Standards,” and “is consistent with district and school goals.”
 (see [603 CMR 35.06 \(3\)\(d\)](#) and [603 CMR 35.06\(3\)\(f\)](#).)

Signature of Evaluator _____ Date _____

Signature of Educator _____ Date _____

* As the evaluator retains final authority over goals to be included in an educator's plan (see [603 CMR 35.06\(3\)\(c\)](#)), the signature of the educator indicates that he or she has received the Goal Setting Form with the “Final Goal” box checked, indicating the evaluator's approval of the goals. The educator's signature does not necessarily denote agreement with the goals. Regardless of agreement with the final goals, signature indicates recognition that “It is the educator's responsibility to attain the goals in the plan and to participate in any trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan.” (see [603 CMR 35.06\(4\)](#))

² Must identify means for educator to receive feedback for improvement per [603 CMR 35.06\(3\)\(d\)](#)